**Structured Small Group Program Template**

**Boyz II Men**

**Goal/ Purpose**

The goal for this group is for the 9th grade males that are enrolled will be able to learn the skills to develop healthy relationship with females. These students will be able to identify areas of weakness when it comes to relating to girls their age and also female authority. These students will be able to express their feelings about females in general and especially females their age. This in no way is a group to get students a girlfriend. The goal of the group is to have these young men respect women and treat them in a way that will help them in society, school, and in their future. These students will develop skills that in the future will be beneficial in their teenage dating relationships. They will develop skills on how to talk to girls and how to behave around girls in social situations. They will develop personal boundaries and will learn to respect their body and the female body. When it comes to relating to female authority, the student will learn to express their emotions in a healthy and non- derogatory way. It is a goal for these young men to see females as equals and learn to respect them in every area of their life. These students will use the internet to find information about influential women and journal about this and how they were treated as equals.

**Population**

This group will be for 9th grade males that have shown signs of disrespect to females in the classroom or in personal dating relationships. This group will meet weekly during the entire Tuesday 9th grade lunch period, for 6 consecutive weeks.

**Rationale/ Need**

This group will also help to decrease the number of troubled relationships between males and females. It will provide males with the information needed to guide them away from troubling situations in which there might be problems in a dating relationship. The males will receive information about building healthy relationships, STD’s, teen pregnancy, abusive relationships, and other topics that are very prevalent in teen dating. The purpose of this group is to identify males that have a history of problems relating to females either in the classroom or in their personal dating lives. The need for this group is due to the fact that several female teachers feel disrespected by some of the male students. This group is for 9th grade males and data was collected over the summer from the middle school to see which students had problems with female teachers.

The counselor will research the students and determine which students would benefit from the group. The counselor will look at office discipline reports for students that were disrespectful to their female teachers in the classroom. The counselor will also gather information from the city social services and see the young men that have been into trouble for problems with females outside of the school such as girlfriends, mothers, friends, or guardians. Finally the counselor will pass out a survey to the 9th grade class, males only, and ask questions relations to their dating relationships with females.

This is a felt need that the school counselor and administration thinks will help male students respect the female authority in the school. Also they believe that it will help keep the female student population safe as well. This group will help these young men to work on respect when it comes to authority and same age females but also boundaries in dating relationships. The students will be made aware of the dangers of negative dating relationships and be made aware of the impact that it can have on a male’s life. The counselor will look at the data and see which students need the group. There will be 6 groups per year each 6 weeks. With 8 students in each group this allows 48 freshmen each year to attend the group. At the end of the each semester the school will look at the discipline reports and see a decrease in office referrals due to being disrespectful to females. The counselor will also do a follow up session in 4 weeks after each group ends and see how the students are doing with male/female relationships in their personal life.

**Theoretical Orientation**

In this group the counselor will use the Reality technique from William Glassner. This will be a very open group where the students can feel free to express all of their feelings. The group will help the student develop new productive behaviors that they can take to the classroom and into their personal life. The counselor will help them understand what it takes to go into a relationship and make it work. The counselor will help them understand that they do have control over their feelings and emotions and that the choices they make are theirs.

**Ethical. Legal, and Multicultural Issues**

The counselor will discuss confidentiality to the students and will also get informed consent signed by the parents before they are allowed to participate in the group. The counselor will make sure that all of the students are aware that this in no way is a group to help them get girls. The counselor will make it clear that all of them have been selected to be in this group in order to respect females in every part of their life. This group is open to all cultures and backgrounds; however, it is limited to males only. In this group these males will share their views of women and how they are treated and how they should be treated. The counselor will work with them to help change their views of women from a negative to a positive. These students will work on expressing their feelings in a sensitive way and not in an aggressive way. They will do writing projects to share their feelings and emotions and will partake in activities in which they role play on how to appropriately engage in conversation with a female peer and female authority figure.

**Recruitment and Screening**

The school counselor will be in charge of recruitment when it comes to the group. The counselor will talk with the counselor from the middle school and see which students had discipline problems with disrespecting female teachers. The counselor will also talk to the teachers at the high school and see who is having problems there. Finally, the counselor will hand out a survey to all males in the 9th grade class. The survey will have questions about their dating relationships, their views of their teachers and other female authority. The counselor will look at these and determine which students will benefit from the group. The counselor will then interview the students and determine the severity of the issue in order to pair them with students that are in a similar spot in their life. The counselor will ask those questions about some of their feelings and have them go into further detail from what was on the survey. The counselor will get informed consent from the parents of students that were recruited to attend the group. At the beginning of the group the counselor will pretest the students about their views and relationships with females.

**Structure**

Each group is a six session closed group, that will meet weekly in the library conference room during the 9th grade lunch period every Tuesday. New groups will be offered every 6 for 8 new freshmen males. After a group session, there will be one follow up session for each group 4 weeks after their last session.

**Core ASCA Standard(s)**

* A.2 Confidentiality
* A.6 Group Work
* A.9 Evaluation, Assessment & Interpretation
* A.11 Student Peer Support Program
* C.1 Professional Relationships
* E.1 Professional Competence
* F.1 Professionalism

**Core State Academic Standard(s)**

* English SOL 9.4 – The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative notification, poetry, and drama
* HP1. Understand the relationship among, and importance of respecting rules, laws, safety, and the protection of individual rights,
* HP2. Understand when and how to utilize family, peer, school, and/or community resources,
* HP3. Use appropriate communication and conflict resolution skills with peers and adults, and
* HP4. Apply problem solving and decision making skills to make safe and healthy choices.

**Objectives**

* Respect female authority, by building a healthy line of communication and decreasing the number of office referrals for disrespect. – HP1
* Journal feelings each and every time that they have an encounter with a female and share how they are feeling and how their views are changing when it comes to this. – English SOL 9.4
* Establish appropriate social skills with females. Students will make friends and build relationships with females and the males will report back to the counselor the progress of this. – HP1
* Use appropriate communication skills with both authority and peers in order to establish a more beneficial relationship. – HP3
* Make healthy relationship choices with both authority and peers – HP4

**Program Evaluation**

To evaluate the effectiveness of the group the counselor will look for a decrease in the number of office referrals due to being disrespectful to female teachers. At the end of each session the counselor will ask them if they learned anything new and then have them apply it to their week. Also the counselor will go over the homework with the group from the previous session. The counselor will also do a follow up session 4 weeks after the final group meeting and talk with the members individually and see what progress they thought made and see what they got out of the group. The counselor will give them a posttest with questions and see how it relates to their pretest.

**Session 1**

**Title: Respecting female teachers**

**Brief Summary of Session: The group will discuss and share some of the issues that they have from females. They will talk about reasons that they act out in class and work on areas on which they can improve. The counselor will challenge them to have a 1on1 session with a female teacher and talk to them about their grades and let the teachers know that they care. The student will then journal about this experience and then share what they are feeling about their teacher now.**

**Theoretical Orientation: Reality theory**

**Specific Group Technique: Keep it in the here and now**

**Duration: 20** Minutes

**Materials/ Media:** Pen and paper

**Core ASCA Standard(s):** A.6 Group Work, A.11 Student Peer Support Program

**Core State Academic Standard(s):**. HP3. Use appropriate communication and conflict resolution skills with peers and adults.

* **Objectives:** Respect female authority, by building a healthy line of communication and decreasing the number of office referrals for disrespect. – HP1
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* Establish appropriate social skills with females. Students will make friends and build relationships with females and the males will report back to the counselor the progress of this. – HP1
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**Assessments**: The counselor will meet with the teachers after the students have talked to them and get an update on if there has been any behavioral change since the group has started. The counselor will also follow up after the student’s share their journal writing with the group the following session and the group will discuss.

**Procedures/ Instructional Strategy:** The counselor will follow up with the students in regards to their homework. The counselor will work to get to the issue of why they are having problems getting along well with women and respecting them. The counselor will have them share their personal issues and then have them think about what steps to take to make a change in this area. The counselor will talk to them about the positive things that can come from a healthy dating relationship.

**Homework/ Ownwork**: The student will go and talk to a female teacher about their grades and let the teacher know that they are interested in their classwork. The student will then journal about this and express their new feelings about the teacher.

**Group Stage and Emerging Issues:** Working. Expressing the root of why these students do not respect women.

**Session 2**

**Title: Respecting female peers/girlfiends**

**Duration:** 20Minutes

**Brief Summary of Session:** The session will start with the counselor talking to the students about appropriate ways to engage in conversations with the female peers. The counselor will show a video of a failed pick up line from a tv show. The counselor will have the group share their feelings. The counselor will let them know that respecting a female upfront will allow them to feel like they are an equal.

**Theoretical Orientation: Realty therapy**

**Specific Group Technique:Keep it in there here and now**

**Materials/ Media:** Video, pen and paper on what they have to offer in a friendship and relationship. <http://www.youtube.com/watch?v=TfhKilgGsFk>

**Core ASCA Standard(s):** A.6 Group Work, A.11 Student Peer Support Program

**Core State Academic Standard(s):**

* HP3. Use appropriate communication and conflict resolution skills with peers and adults, and
* HP4. Apply problem solving and decision making skills to make safe and healthy choices.

**Objectives:**

* Journal feelings each and every time that they have an encounter with a female and share how they are feeling and how their views are changing when it comes to this. – English SOL 9.4
* Establish appropriate social skills with females. Students will make friends and build relationships with females and the males will report back to the counselor the progress of this. – HP1
* Use appropriate communication skills with both authority and peers in order to establish a more beneficial relationship. – HP3
* Make healthy relationship choices with both authority and peers – HP4

**Assessments**: The counselor will meet back with the students the following week and have them share their experience of opening a conversation with a peer. The counselor will talk with them and let them know that they have a lot to offer in a relationship/friendship and that they just need to be their self. The counselor will look for changes in behavior when it comes to these interacting with females.

**Procedures/ Instructional Strategy:** The counselor will follow up with the students after their homework. They will do role plays on how to talk to female peers and discuss what are appropriate conversations for them to talk about. The counselor will talk about respecting the female and keeping appropriate boundaries.

**Homework/ Ownwork**: Start an appropriate conversation this week with a female. This can be about school, sports, tv, etc. After the student talks to her, journal about how this made him feel.

**Group Stage and Emerging Issues:** Working. Dealing with issues on why they do not respect females.

**References**

<http://www.youtube.com/watch?v=TfhKilgGsFk>

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